

Western Kentucky University

**TopSCHOLAR®**

---

WKU Archives Records

WKU Archives

---

5-1910

## UA45/1/1 State Normal Bulletin, Vol. 4, No. 3

WKU Registrar

Follow this and additional works at: [https://digitalcommons.wku.edu/dlsc\\_ua\\_records](https://digitalcommons.wku.edu/dlsc_ua_records)



Part of the [Adult and Continuing Education Administration Commons](#), [Curriculum and Instruction Commons](#), [Higher Education Administration Commons](#), [Leadership Studies Commons](#), [Mass Communication Commons](#), [Organizational Communication Commons](#), and the [Public Relations and Advertising Commons](#)

---

This Article is brought to you for free and open access by TopSCHOLAR®. It has been accepted for inclusion in WKU Archives Records by an authorized administrator of TopSCHOLAR®. For more information, please contact [topscholar@wku.edu](mailto:topscholar@wku.edu).

# The State Normal Bulletin

Entered as second-class mail matter, November 23, 1906, at the Postoffice at Bowling Green, Ky., under the act of Congress of July 16, 1894.

VOL. 4.

BOWLING GREEN, KY., MAY, 1910

No. 3.

## COURSES OF STUDY

The Following is a Brief Statement of the Courses that Will Be Offered During Summer School.

JUNE 14—1910—JULY 22

**AGRICULTURE**—The general problems of Agriculture in the common and high schools.

The study of soils and their preparation for seeding.

Method of tillage and testing. Seeds, crop rotation and fertilizers.

Practical demonstrations in farm management—Dr. Mutchler.

**ALGEBRA**—See Mathematics.

**ARITHMETIC**—See Mathematics.

**BOTANY**—See Biology.

**BIOLOGY**—Courses for beginning students as well as for those wishing to continue work already begun.

Types of plants and animals in relation to their economic importance, with special attention to High School work, comprise the subject matter of these courses—Dr. Mutchler.

**CHEMISTRY**—Course II. Qualitative Analysis.

Prerequisite, a course in general inorganic Chemistry.

The work to be offered involves a general study of some twenty-eight metals by both the wet and dry methods. Enough acid analysis is done to enable the student to detect the common impurities in drinking water and many of those often found in foods. Ten hours a week. Laboratory and quiz work.

Text: Irish's Qualitative Analysis—Mr. Craig.

**CIVIL GOVERNMENT—THE FEDERAL CONSTITUTION**—The function of county, state and national government. Civics in the public schools as a means to citizenship—Mr. Gilbert.

**CLASSICS (Advanced English)**—

Course III. Milton's Paradise Lost. Themes

on subjects drawn from the poem.

Course IV. Shakespeare. A study of one of the great tragedies. A more rapid reading of two or three other plays. Themes. Mr. Claggett.

### DOMESTIC SCIENCE—

#### I. Nutritive Values:

Food principals and their functions.

1. Study of carbohydrates.

Including vegetables, cereals and flour mixtures with theory and practice lessons under each. Best methods to secure greatest nutritive value.

2. Study of Proteids, Fats, Mineral Matter and Water. Uses in system digestion, source and practical cooking under each.

#### II. General Physiology of Digestion:

1. Study of nutrition and nutrition investigations.

2. Dietaries.

(a) Essentials of good dietary.

(b) Study of special dietaries. Infants, children, adults, the elderly, family groups, institutions.

3. Personal Hygiene.

Its special relation to the subject—including all ages. Discussions and work on such topics as School Lunches, School Equipment, etc.

4. Public Hygiene.

Streets, Water Supply, Food Inspection, Contagious Diseases, School Hygiene, including examination of children.

#### III. Economic Problems:

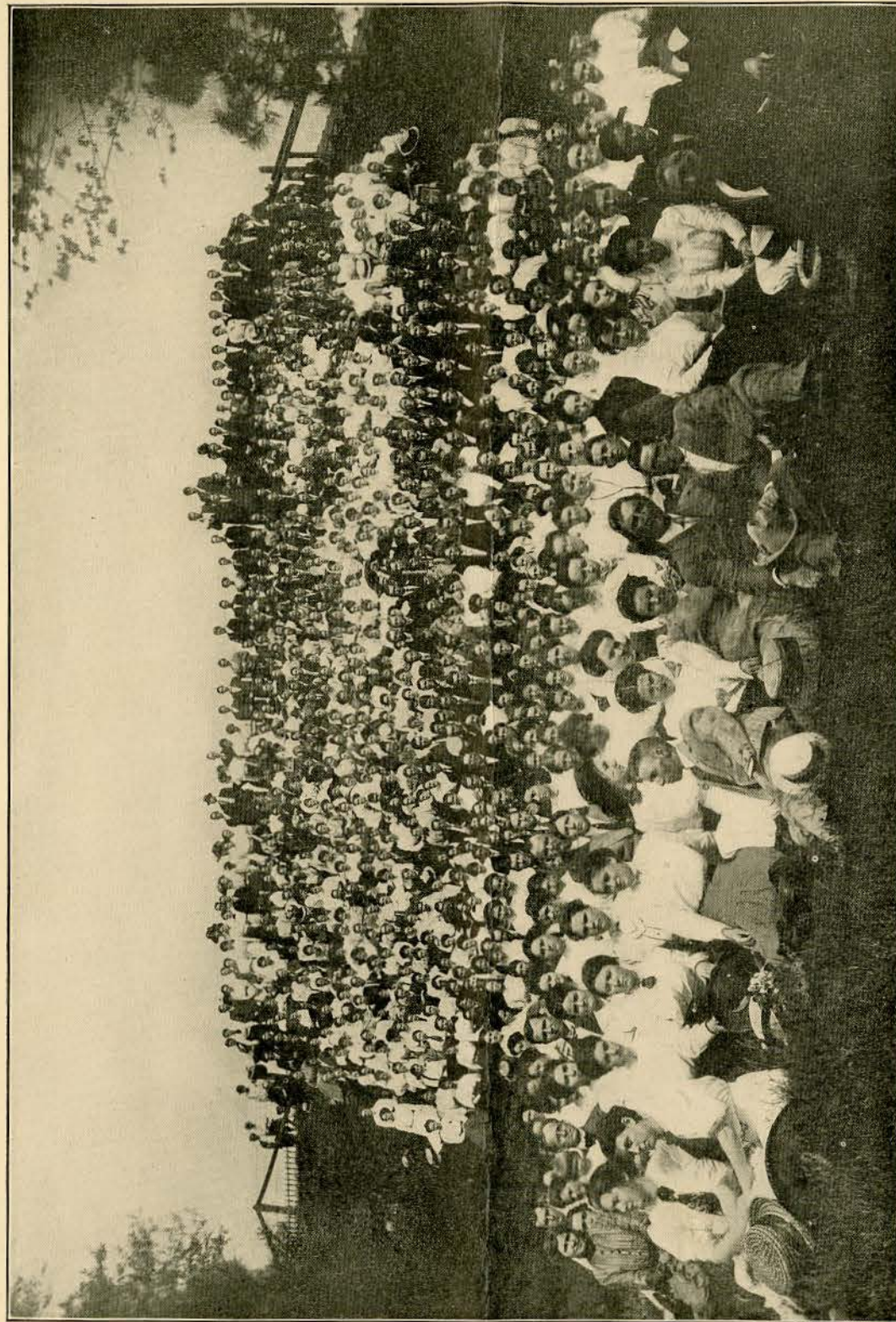
1. Food. 2. Clothing. 3. Shelter.

1. Food Production.

Adulteration, Cost, Transportation and Food Manufacture.

2. Practical Activities.





The Western Kentucky State Normal School adjourned a few minutes Monday, May 2, 1910, to have the above picture taken. This great student body gives loyal support to the State Normal. About 200 students, who were in attendance at the Normal, were not present when this picture was made.

- (a) Household Buying.
  - (b) Planning.
  - (c) Preparing.
  - (d) Serving.
  - (e) Disposing of Waste Food.
- Household Accounts. The Budget.
3. Introductory course in Principles of Sociology.
- (a) Study of present problems of social and municipal reform.
  - (b) Responsibility individual as a social unit. The Home.
  - (c) Economic questions, as child labor, sweatshops, employment bureaus.
  - (d) What do we mean by Better Living? Discussions, readings and lectures.

#### DRAWING—

- I. A course for teachers of the lower grades, including pencil work (forms and sketching), water colors and blackboard work.
- II. A course for intermediate and high school grades, being an extension of the preceding course and adding Methods of Teaching drawing—Mr. Webb.

#### EDUCATION—

- 1. Problems of the Primary Grade—Miss Caffee.
  - 2. Problems of the Intermediate Grades—Miss Frazee.
  - 3. Problems of the Advanced Grades.
  - 4. Problems of the Ward Principal—Mr. W. C. Bell, Owensboro, Ky.
  - 5. Problems of the High School Teacher—Prin. A. L. Livingston, Henderson, Ky.
  - 6. Problems of the City Superintendent—Supt. M. O. Winfrey, Middlesboro; Supt. T. J. Coates, Richmond.
  - 7. Problems of the County Superintendent—Supt. E. H. White, Bowling Green.
  - 8. English teaching in the upper grades of the High School
- A study of Classics adapted to use in the High School.
- Purpose of the Course: To make a careful analysis of representative types of Narration, Description, Exposition and Argumentation, with the view of adapting such material to the needs of the High School.
- (a) Interpretation readings, of several classics required in the different years of the High School Course.
  - (b) Drills in the writing of Character

Sketches, Plots and Theses. Discussion: The reasons for selected literature of High School work—Miss Reid.

- 9. History Teaching in the upper grades and in the High School. A survey of aims and methods in History. Lectures, supplemented by student's investigation and class discussions. What is history? origin and development of history writing; interpretation of history; aims of historians; the teaching of history; methods and results; the purpose of history study and its several values; the relation of history to other studies; the qualification of a history teacher;—Mr. Perling.

- 10. Mathematics teaching in the High School—Mr. Alexander.

- 11. Latin teaching in the High School.

Observation work and a study of methods in teaching Latin. There will be offered a special course of twenty lectures and discussions especially prepared for High School teachers of Latin. Many of the serious problems of teaching Latin will be discussed and in addition about fifteen such subjects as the following intended to broaden the scholarship and horizon of the Latin teacher: The Historical and Etymological sides of the Latin influence in English; a History of the teaching of Latin; why should Latin be studied in the High School? syntax of High School Latin; how much and how; the vocabulary—extent and method of acquiring; history of the alphabet; Latin manuscripts; Latin book-making; bibliography of books for Latin work in High School libraries; second year Latin; shall it be Caesar only? Caesar's army; Roman education, etc.—Mr. Lelper.

- 12. Physics and Chemistry teaching in the High School.

I. Home-made apparatus for the High School.

II. Class demonstrations—Mr. Craig.

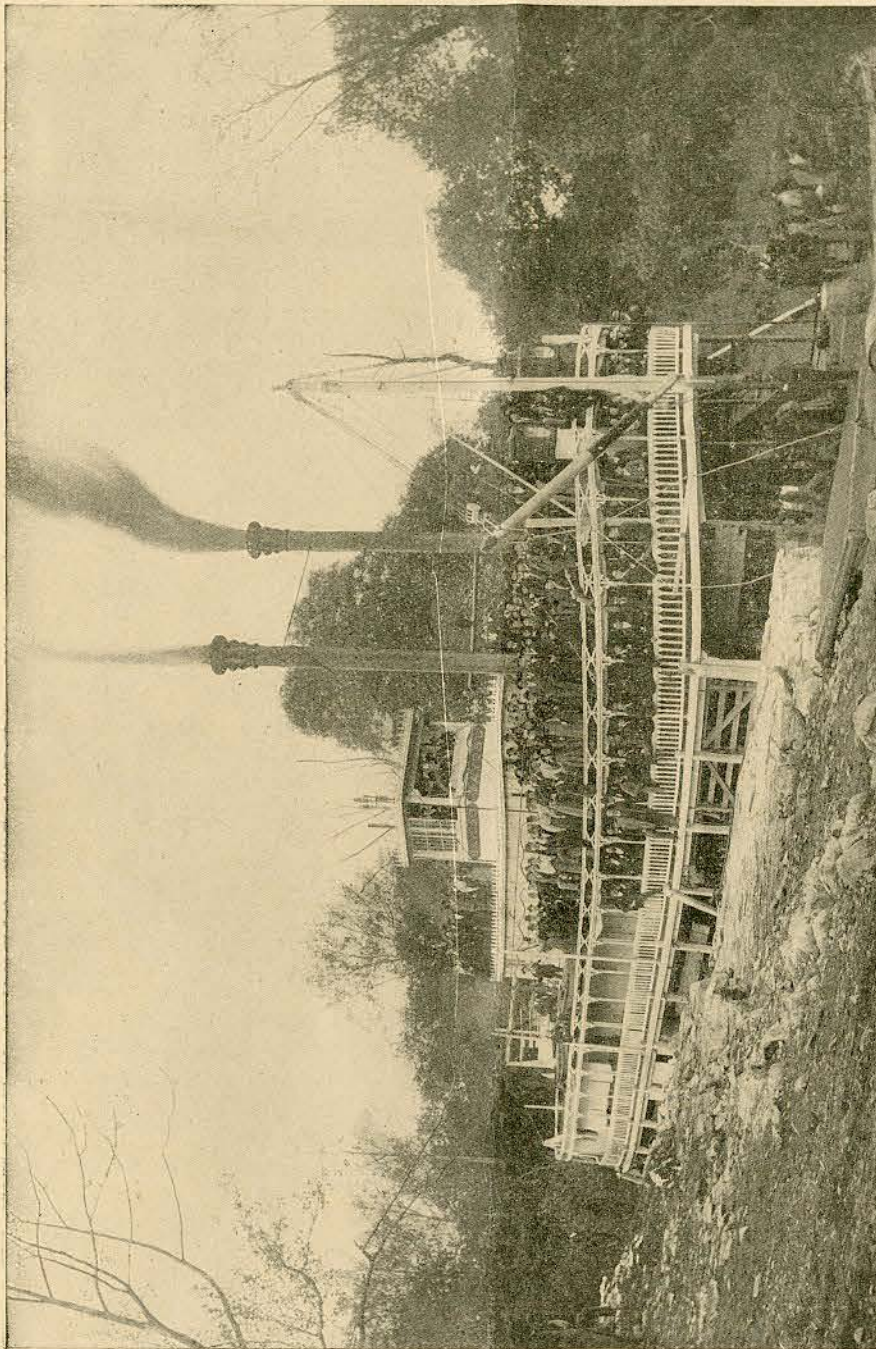
- 13. Physical Geography Teaching in the High School—Mr. Green.

- 14. Problems of the Rural School. (See Theory and Practice)—Mr. Gilbert.

- 15. General Observation of the Model School.

- 16. Technical Observation. (See Training School, below).





"ALL ABOARD" FOR THE STUDENTS' EXCURSION!

An Excursion down the Big Barren river will be made during the Summer School. This is one of the most enjoyable excursions given by the school, and the hundreds of young people who take part in it look eagerly forward to this outing. Upon this occasion a charming program, consisting of addresses, songs by the glee club, school orchestra and band, etc., adds much to the pleasure of the day. Young and old, boys and girls alike, gather inspiration and happy hours from a day spent along the banks of the beautiful blue Barren river. The day is counted one of the greatest in the calendar.

17. Methods of Teaching—There will be a detailed treatment of Method in Reading and Phonics given by Miss Frazee in connection with the regular course in Technical Observation. In addition to this course for which Normal credit is given, there will be shorter discussion of Special Method in composition, arithmetic, literature and other subjects desired in the daily conferences held by the supervisor and teachers of the Training School—Miss Frazee.

#### 18. The Training School—

The regular summer session of the Normal Training or "Model School" will occupy the four weeks from June 20th to July 15th. There will be a daily program from 9:00 to 12:00. The School this year will be broader in its scope than heretofore, comprising grades one to six. Grade 1 will include two classes, one of beginners and another of pupils who have already had several months in school.

The primary grades will, as last year, be in charge of Miss Belle Caffee. To those persons who observed Miss Caffee's work last year, this will be a marked attraction. It is seldom that one has opportunity of studying the spirit, methods and achievements of a more inspiring and successful teacher of little children. Miss Caffee is, in a peculiar way, an embodiment of the Froebelian doctrine, "Come, let us live with our children." Her keen insight into child nature is coupled with a richness of sympathy and a skill of direction that make her a master in the kingdom of child life. Grades 3 and 4 will be in charge of Miss Lucile Holeman, whose work has, during the past year, found genuine favor with observers in the Training School. Miss Holeman's work carries personality. It is marked by intuitive grasp and artistic handling. She will be prepared to do much for teachers observing in these grades. Final selection of a teacher for Grades 5 and 6 has not yet been made, but several strong teachers from leading institutions in other states are being considered for this work. It is the purpose of the school to give to teachers interested in these grades the opportunity of seeing expert work done in them.

The curriculum of the summer session of the Training School will include most of the common branches and some lines of work which will mark the session as essentially a "Vacation School." In the lower grades there will be lessons in reading, phonics, literature,

dramatization, drawing and nature work. There will be opportunity also for the study of lines of suggestive desk occupation. In Grades 3 to 6 there will be regular lessons in reading, composition and literature. Nature study, geography and arithmetic will be given largely in the form of field lessons. An hour of musical interpretation will be a weekly feature, the children of all grades meeting in the chapel and listening to good music. This music hour has in the past found great favor with children and Normal students alike. Manual Training in the form of wood-working will be given to pupils of Grades 3 to 6. A course in Domestic Science has been planned for Grade 6. When the weather permits, there will be organized games, with and without apparatus, on the school grounds at the recess periods.

All of the work, both regular and special, is open to observation by the students in the Normal School.

There will be in the afternoons during the four-weeks' session, a series of conferences with teachers interested in special aspects of grade work. These conferences will be led by the Supervisor and the teachers of the Training School. A daily course in Method of Reading, including systematic observation in the Training School, will be given by Miss Frazee.

19. School Management (Theory and Practice). This course will deal largely with the practical management of the rural school—Mr. Gilbert.

20. General Pedagogy. A class for advanced students. Horne's Pedagogy will be read. Discussions of a number of the present educational problems of Kentucky—Dr. Kinnaman.

21. History of Education: A brief introductory course covering some phase of the entire subject—Dr. Kinnaman.

22. Story Telling in the Grades.

General Theme—

Tuesday, I. Its relation to education.

Wednesday, II. Relation to Primary Teaching.

Thursday, III. Relation to Preparatory Teaching.

Friday, IV. Relation to Secondary Teaching.

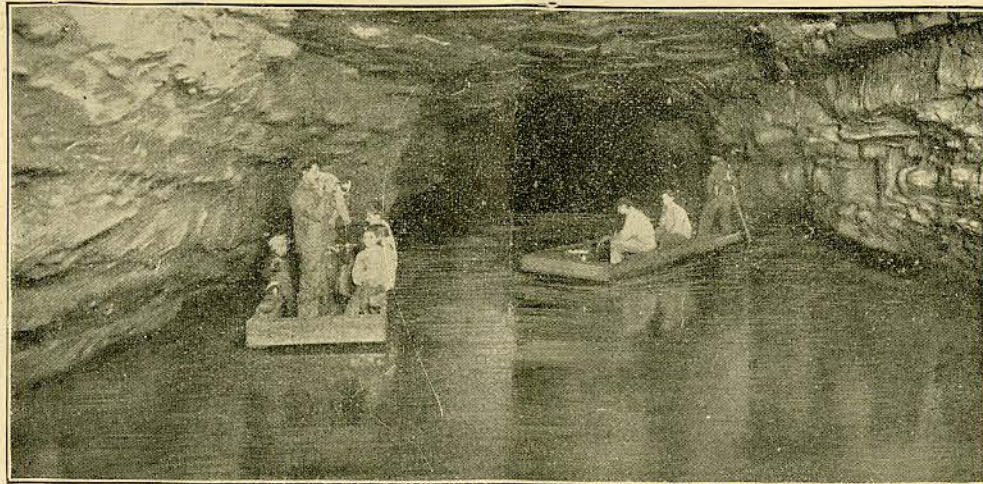
Saturday, V. The True Use of the Story.

Conferences—

Tuesday, Classification of Stories.

Wednesday, What Stories to Use.

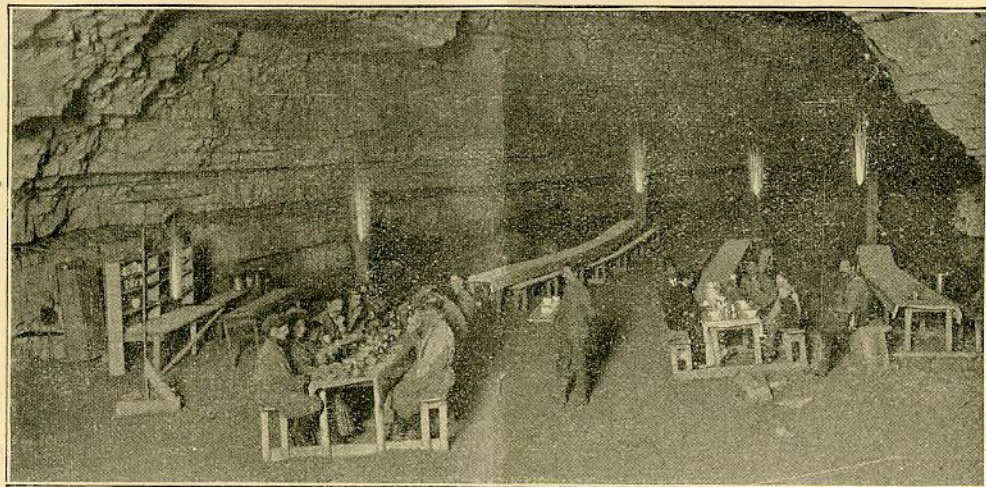




BOAT RIDE ON ECHO RIVER

COPYRIGHT 1908 BY H. C. GANTER

No one will ever understand the meaning of the word "Echo" until he has heard the bugle call given by the guide while crossing the river to the shore beyond.



THE GREAT DINING HALL IN MAMMOTH CAVE

COPYRIGHT 1908 BY H. C. GANTER

Largest apartment used for this purpose in the world. Entrance about 100 feet wide, ceiling 75 to 80 feet high and over a mile long, where several thousand guests may be served at one sitting.

## EXCURSIONS TO MAMMOTH CAVE

The annual excursions to Mammoth Cave, one of the wonders of the world, will be given during the months of October, May and July of each year. There is no spot in this country that attracts more attention or is of more scientific interest. The Normal has always been able to secure a very low rate, and every student who has not already had the pleasure of visiting the Cave, usually takes advantage of the opportunity offered. The Cave is only 28 miles from Bowling Green. Large parties leaving the Institution on Friday morning are able to visit the Cave, taking both the long and short routes, and return the following evening.

Thursday, Analysis of Story.  
Friday, Story Plan.  
Saturday, General Questions.  
Chapel Period—  
Bible Stories or Stories with Ethical Motive—Nannie Lee Frazier.  
23. Supplementary Reading in the Grades—  
Dr. Lucas, Assistant Superintendent of Public Schools, Louisville, Ky.  
Systematic guidance of young people's reading.  
Mutual relations between schools and libraries.  
Poetry and drama in school and elsewhere.  
Not in the curriculum (one or two talks).  
Educationists as scientists.  
Functions of Principals.  
What is supervision?  
The teacher's daily program.

24. Child Study. Twelve lectures will be delivered by Dr. Bierly, of Chattanooga, Tenn., editor of the Southern Educational Review, and secretary of the Southern Educational Association. The object of this course is to make the teacher better acquainted with the results of child study and their practical applications to education. Among the subjects that will be discussed are the following: Growth and development of the body; growth of the brain; arrested development; diseases of children; defective hearing and seeing; nervousness; fatigue; growth of motor activities and their order; development of individual instincts; development of social instincts; imitation; play; development of the intellect; development of moral and religious instincts, etc.

**ETHICS**—The fundamental problems of Ethics will be taken up for special investigation and class discussion.

The application of Ethics to school life will receive much attention. The matter will be studied concretely as well as abstractly—Col. Guilliams.

**EXPRESSION**—

(Class Work)—The essentials of voice; form, quality, stress, pitch, movement, quantity and force, receive careful attention. The Mechanics of Expression is carefully studied. Daily exercises are given for developing and perfecting the voice. Much time is devoted to reading and recitation—Col. Guilliams.

(Private Lessons)—Mrs. T. C. Cherry.

**FRENCH AND GERMAN**—These courses, for beginners, deal with the essentials of grammar and pronunciation, enabling the student to read at sight ordinary French and German prose. Reading of easy texts and prose composition—Mr. Perling.

**GAMES AND PLAY**—Taught on the play ground of the Practice School. This ground is equipped with apparatus and supplies for the games—Miss Frazee.

**GERMAN**—See French.

**GEOGRAPHY**—

- (1) **Geography 2** is a rapid survey of the Physical and Climatic regions of Eurasia, followed by a more detailed study of the political divisions of Europe. Much attention will be given to the effects of geographic conditions on the industries and products of each section.
- (2) **Physiography, or Physical Geography 1.** The work in this course considers the earth as a planet, studies the land and the processes of erosion, diastrophism, and vulcanism. It is given for those who have never had a course in Physical Geography in High School and for teachers of Physical Geography who wish to review the subject.
- (3) **Industrial or Commercial Geography** will study the chief products of the mines, forests, farms and factories. Their production and preparation for markets, the agencies of marketing, and the study of the natural resources of the United States.
- (4) **Geology 2, General Historical Geology.** Application of principles of dynamic geology to the interpretation of past geological ages. This course will be of advantage to teachers of Physical Geography in the High School.
- (5) **Methods of Geography.** Discussion of principles, scope and nature of Geography, course of study in common schools, geography teachers' preparation, field work, illustrative materials and geographic apparatus—Mr. Green.

**GEOLOGY**—See Geography.

**GRAMMAR**—

Three grades of classes in English Grammar are sustained.

Grammar I deals with primary work in Grammar and Composition. The aim is to

(Continued on Page 18)



## WESTERN KENTUCKY STATE NORMAL SCHOOL

[From Daily Courier-Journal, November, 1909]

Following the purchase of 162½ acres of land, including the Potter College grounds and buildings, at Bowling Green, for the future home of the Western Kentucky State Normal School, plans for the institution have been completed and the central part of the new Vanmeter Hall and Administration Building are now being constructed. It is expected that this building will be ready for occupancy next May 1.

The grounds of the Normal School are located west of Bowling Green, facing College Street. Some fifteen acres of the site have an elevation of three hundred feet above the boat landing two miles distant, and are about one hundred and twenty-five feet above the level of the public square. The proposed chain of buildings is to be located on this elevation.

The Board of Regents selected Capt. Brinton B. Davis, of Louisville, as building architect, and a Kansas City, Mo., firm as landscape architects for the institution. These architects, with the aid of the Regents, President and Faculty of the school, have worked out a comprehensive plan for buildings and grounds. In addition to the Vanmeter Hall and Administration Building, a manual training building, a gymnasium, boys' boarding home, culinary department, girls' boarding home, model training school, science hall, library, a residence for the superintendent of grounds, and an athletic field, are provided for. A little distance apart from the other buildings will be the contemplated agricultural demonstration station and the lighting, heating and power plant.

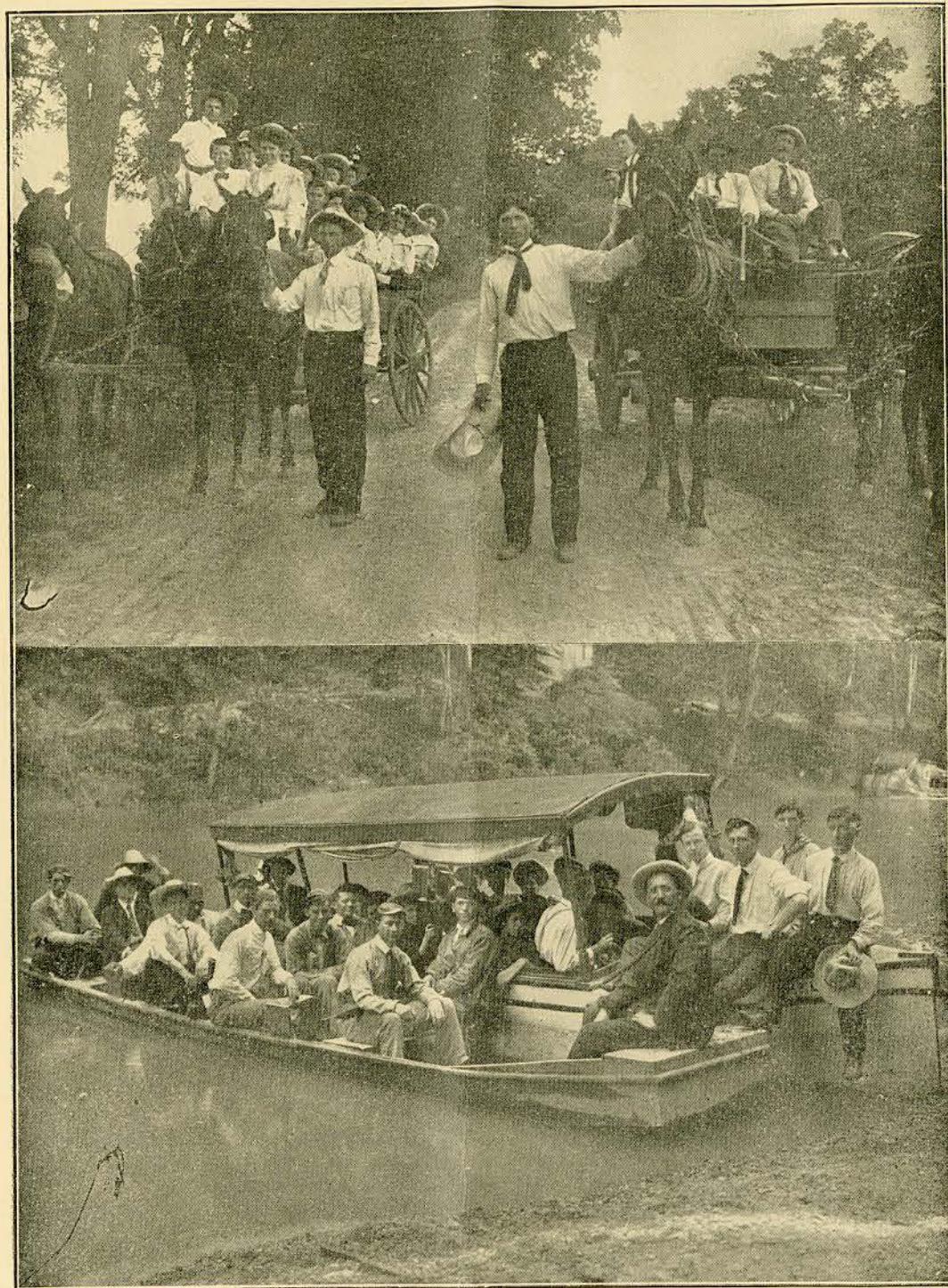
During the first seven months of its history, from January 22, 1907, to July 30, 1907, the Western Normal enrolled 762 students; during the next scholastic year it had 1,024 students; and during the following year, 1,140.

Reports from the Normal indicate that the institution will enroll during the present scholastic year (1909-1910) not one less than 1,500 different students. This makes an aggregate enrollment of 4,426 students in about three and one-half years. Eighty-eight per cent of the student-teachers enrolled since the organization of the Normal were appointees from Western Kentucky who signed, in order to secure free instruction, a declaration expressing their purpose to teach in Kentucky. All

students who did not agree to teach in Kentucky paid regular tuition. Under the law all students from other states pay regular tuition. A conservative estimate shows that about 275,000 different children of Kentucky have been taught or are now being taught by the student-teachers who are now attending or who have attended the Western Normal since it was formally launched as a state institution on January 22, 1907. Fully eighty-five per cent of these children live in the rural districts of Kentucky.

For the year ended January 1, 1908, there were one hundred and eighty-nine public normal schools in the United States reporting to the National Bureau of Education. The total number of students enrolled was 64,066, making an average attendance of 339 for each institution. The Western Kentucky State Normal School has a larger attendance than 184 of the 189 public normal schools reporting to the National Bureau of Education. There are but five normal schools in the United States that enroll more students annually than the Western Kentucky Normal School. Indiana Normal, at Terre Haute enrolled in 1907-08 1,278 students; the Cedar Falls (Iowa) Normal enrolled 2,478; the Ypsilanti (Michigan) Normal enrolled 2,693; the Warrensburg (Missouri) State Normal enrolled 1,518; the Emporia (Kansas) Normal enrolled 1,876. The Western Kentucky State Normal enrolled 1,140 during the year 1908-09. The five schools named have been established for many years. Kentucky Normal, it is true, had the advantage when it was started of the attendance of the Southern Normal School, a private institution which it succeeded. Even bearing that in mind, it is contended, the attendance record has been remarkable.

While President H. H. Cherry thinks that his institution has been liberally treated by the state in a financial way, the average of appropriations in other states is considerably above that for Kentucky. The total amount appropriated during the year 1907-08 for the instruction of the 64,066 public normal students in the United States was \$4,640,996, making an average annual cost, based on the income for maintenance, not including cost of buildings and grounds, of \$72.44 per student. It cost the State of Kentucky only \$43.86 each to



ONE OF PROF. GREEN'S GEOGRAPHY CLASSES DOING FIELD WORK  
The party returning from five days' outing at Mammoth Cave

EXCURSIONISTS OFF FOR FOUR-MILE LAUNCH RIDE DOWN GREEN RIVER TO GANTER'S CAVE



# 1910

# Will You Help?

# 1920

## An Educational Creed

By H. H. CHERRY

A great commonwealth can not be bestowed. It must be achieved through education. There must be great souls before there can be a great democratic commonwealth. The Greater Kentucky is coming. It is coming in obedience to the law of democracy, not through the mechanical assent of man to certain platforms and artificial methods of reform, but through a spiritual growth—through the ascent of man to the spiritual stature of the Great Teacher—to the pinnacle of harmonized thought. Our Republic's idealization of education is the result of the law of self-preservation. It recognizes its own being as an organism composed of spiritual atoms that are capable of growth or degeneration, intelligent patriotism or anarchy.

It is natural for our government to idealize an intelligent, active, rational, aggressive citizen. It takes a full-grown mind to reach and a full-grown heart to feel a full-grown democracy. It will take full-grown citizens to make a full-grown Kentucky. Our noble boys and girls stand by our side, armed with ability and nerve, ready to accomplish the larger Kentucky, if we will only give them an opportunity. We greet Childhood today and recognize a patriotic call for education, and more abundant education, ideas and more noble ideas, more government by the people and less government by the politician; more government by the teacher and less government by the policeman; more government by the school house and less government by the military camp; more and better schools and fewer jails and penitentiaries; more scholars and fewer criminals; more freemen and fewer slaves; more life, more life and more life.

We want more life, and we join in the great work of putting at the door of every child in the land a modern school house with equipment and sanitation, a practical course of study, a teacher of scholarship, character, and personality—a harmonized and articulated school system, reaching from the Primary Grade to the University.

Plan for the Campus of the  
STATE NORMAL SCHOOL in the Western District  
of KENTUCKY.  
at BOWLING GREEN KY.

Henry Wright - Landscape Architect  
534 - Prisco Bldg. St. Louis  
Messrs. Geo. E. Kessler & Co. Consulting  
Kansas City St. Louis Landscape Architects  
Mr. Branton - B. Davis - Architect  
Louisville

The work of making men, of transmuting dollars into life, into ideals, into freedom, of giving them wings and making them messengers of peace, is the greatest work delegated to the hands of men.

# 1920

1. NEW VANMETER HALL AND ADMINISTRATION BUILDING
2. MANUAL TRAINING BUILDING
3. GYMNASIUM

4. BOYS' BOARDING HOME
5. CULINARY DEPARTMENT
6. GIRLS' BOARDING HOME

7. MODEL TRAINING SCHOOL
8. SCIENCE HALL
9. LIBRARY

10. RESIDENCE OF SUPERINTENDENT OF GROUNDS
11. ATHLETIC FIELD
12. AGRICULTURAL DEMONSTRATION STATION
13. LIGHTING, HEATING, AND POWER PLANT

Building 8 occupies the location of the present Potter College building. This building is now being remodeled and made into class rooms. Building 1 is now being constructed and will be ready for occupancy the first of September, 1910. All class room work will be done at the new plant, beginning with the opening of the Fall Session, September 6, 1910. This educational plant is being constructed in honor of CHILDHOOD, and will, when completed,

reflect the statesmanship and patriotism of the Commonwealth of Kentucky. The Regents are pursuing a policy that will invest every dollar paid by the tax-payers of Kentucky and appropriated by the General Assembly to the institution in such a way as to make it contribute its full value to the State, not only now, but for decades to come. They are putting every dollar into a new plant that will have, at its completion, economy, convenience, har-

mony, and sanitation. The Regents submit the completion of this patriotic enterprise to the people of Kentucky, fully realizing that it will take time to finish it; but, at the same time, entertaining the hope that the year 1920 will witness its completion. The new home of the Western Normal will hereafter be known as Normal Heights.



instruct the 1,140 students who attended the Western Kentucky State Normal School last year. The average valuation of the buildings, grounds, etc., of the five institutions in other states that enroll more students annually is about \$500,000 each. There are twenty state normal schools in the United States with an attendance reaching from 250 to 900—a much smaller average attendance than that of the Western Normal School. They have property worth from \$300,000 to \$700,000 and an annual income reaching from \$70,000 to \$150,000. The Western Normal School, with a much larger attendance, has received during its life from the State of Kentucky \$150,000 for grounds, buildings, etc., and for maintenance up to March 22, 1908, \$20,000 annually, and from that date, \$50,000 annually.

In speaking of the work of the institution, President H. H. Cherry said, recently:

"The Regents are pursuing a policy that will invest every dollar of money paid by the taxpayers of Kentucky and appropriated by the General Assembly to the institution, in such a way as to make it contribute its full value to the state not only now, but for decades to come. They are putting every dollar into a new plant that will, when completed, have economy, convenience, harmony and sanitation, and one that will reflect the patriotism of Kentucky and inspire future General Assemblies.

"The inauguration of a liberal educational policy in Kentucky is a statesmanship that will reflect the far-seeing wisdom of the last two General Assemblies. Every dollar appropriated will be transmuted into life, into ideals, into freedom, and into a new and greater Commonwealth. Every dollar will take wings and fly as a messenger of peace into Kentucky homes.

"Let us cherish the hope that Kentucky will continue this aggressive policy until every child in Kentucky shall enjoy educational opportunities equal to those enjoyed by the children of the most advanced educational commonwealths in the nation.

"The Western Kentucky State Normal School belongs to the people of Kentucky. It is a human stock company. The people are the stockholders. Its dividends go to all the people of the state and all its taxpayers contribute to its support. The normal schools were established and are maintained in the interest of intellectual, spiritual, physical and industrial thrift. They were established and are maintained primarily for the preparation

of young people for the teaching profession of Kentucky. Of course, the normal school is not the exclusive agent for the training of the teachers, but it is the state's chief agent and as such it must build up the profession, establish the teaching standard, create the ideals, send out the men and women whose call is to educational leadership."

#### THE ALUMNI ASSOCIATION.

One of the many interesting and valuable features of commencement week will be the annual meeting and banquet of the Alumni Association. The exercises will take place on the evening of July 20th.

Governor Edward Norris, of Montana, is the speaker for this year, and will deliver a great address.

Prof. Tom F. McBeath, of Columbus, Miss., will act as toastmaster. No man in the South could better grace the occasion.

The program of addresses is being carefully worked out. The aim will be to inspire each member of the association to greater effort for the uplift of the Southern child and to hasten the day when the child may come into the possession of his rightful heritage, advantages and opportunities second to those of no other child on earth.

It is earnestly hoped that no alumnus who can possibly come will fail to do so.

#### REDUCED RAILROAD RATES FOR SUMMER SCHOOL.

Students who expect to enter the State Normal Summer School, at Bowling Green, will be able to secure reduced rates upon the principal railroads upon the following dates: June 10th, 11th, 12th, 13th, 14th, 15th and 16th.

A receipt must be taken from the ticket agent when the ticket is purchased, showing that full fare has been paid from the starting point to Bowling Green.

It is necessary that such persons procure certificate-receipts from agents when going tickets are purchased. If through tickets to place of meeting cannot be procured at starting stations, persons should purchase to most convenient stations at which such through tickets can be obtained and there re-purchase through to place of meeting, procuring certificate-receipt from each agent from whom a ticket is purchased and presenting all certificate-receipts to Special Agent at place of meeting. No refund of fare will be made because of failure to procure certificate-receipts.

These receipts, when properly countersigned at the Summer School and presented, together with twenty-five cents at the Bowling Green ticket office, will secure return passage at ONE-THIRD OF FULL FARE. Persons living in Kentucky will have an opportunity to secure the railroad rates.

If the full fare to Bowling Green is not seventy-five cents from any given point, no reduction will be made.

Be sure to secure a receipt from the ticket agent at the time of purchasing your ticket.

familiarize the pupil with correct English forms in speech and manuscript.

Grammar 2 deals entirely with the parts of speech. Stress is put on correct definitions and classifications. The student is expected to keep a note book in which parsing and other lessons are neatly and carefully prepared. Students are expected to use the reference library and acquaint themselves with a number of authors.

Grammar 3 deals with the Infinitive and Participle, and Analysis. The definition and relation of thought to language receives careful consideration. The definition and use of sentence, phrase and clause are stressed. Much drill is given in oral and written analysis. The best authors on language are studied. The student is acquainted with language as a living, growing organism—Col. Guiliams.

GEOMETRY—See Mathematics.

#### HISTORY—

American. U. S. History 2. This course deals with the expansion of the United States; the rise and development of political parties; the slavery controversy, from the Missouri Compromise to Secession; the Civil War and Reconstruction; the progress in literature, education and commerce; the United States as a world power.

Grecian or Roman. Roman History. Here is traced the rise, growth and decline of Rome. Special emphasis is placed upon the development of Roman government, literature and law. Rome in legend; the Republic; struggle between Plebeians and Patricians; the epoch of Revolution; Rome as an Empire; the causes of its decline—Mr. Perling.

Kentucky History. This course is planned to give the student familiarity with the political, military and social history of the state—V. O. Gilbert.

#### LATIN—

Grammar.

Caesar.

Virgil.

Other subjects according to demand—Mr. Leiper.

#### LECTURES—

Supt. M. O. Winfrey.

Supt. T. J. Coates.

Prin. A. L. Livingston.

Supt. Emory White.

Prin. W. C. Bell.

Dr. Len G. Broughton.

Dr. Hardin Lucas.

Dr. H. L. Bierly.

Miss Lillie M. Ashe.

#### LITERATURE—

English—Lit. I. History English Literature to the end of eighteenth century. Text: Painter, supplemented by Syle's collection, "From Milton to Tennyson." Weekly theme.

Lit. II. The Nineteenth Century selections from the Romantic poets and from Tennyson and Browning. Weekly themes.

Lit. III. Milton's Paradise Lost. Themes on subjects drawn from the poem.

Lit. IV. Shakespeare. Careful study of one of the great tragedies. More rapid reading of three other plays. Themes.

Rhetoric I. Themes in Narration and Description. Reproductions of pieces of Literature according to models in Kavana & Beatty's Rhetoric.

Exposition and Augmentation. The expository paragraph carefully studied. Themes combining narration, description and exposition. Text: Kavana & Beatty—Mr. Claggett.

American—The renaissance of New England, that period of intellectual activity in New England which corresponds to the first half of the Victorian Era.

a. Purpose of the course: A study of the literary position of America's greatest writers: Emerson, Whittier, Longfellow, Lowen, Holmes and Hawthorne.

Studies: a. Principles and vocal interpretation of poetry.

b. Interpretation of American classics (selected).

c. Weekly themes written by the student, criticised by the instructors—Miss Matye Reid.

LOGIC—The aim in this class will be to familiarize the student with deductive and inductive reasoning and the laws of thought.

Many original problems will be proposed for solution. Special care will be observed in the detection of errors in reasoning. The subject of inference will be closely studied—Col. Guiliams.



**LIBRARY ECONOMY**—This course offers six weeks of systematic instruction in library science. It is not a substitute for the extensive courses offered in Library Schools.

The following subjects will be treated:

1. Relation Between the Library and the Schools.
2. Classification and Arrangement of Books.
3. Book Selection and Book Buying.
4. Mechanism of Books.
5. Study of Reference Books.
6. Investigating a Subject in a Library.
7. Catalogues, Indexes and Book Reviews.
8. History of Libraries and History of Books.
9. Children's Books.
10. Bibliography of Special Subjects—Miss Ragland.

**LABORATORIES**—Open to students doing work in Biology, Physics, Physiology, Chemistry and Advanced Psychology.

#### MATHEMATICS—

1. **Arithmetic.** Course 2. The instruction in this course will embrace the fundamental operations, factoring, common and decimal fractions, ratio and proportion, percentage and the elements of mensuration.

Course 3. Interest, discount, commercial papers, equation of payments, annuities, partnership and mensuration.

2. **Algebra.** Course 1. Review of factoring, linear equations of one and two unknown numbers, indeterminate equations, radicals, imaginary expressions, etc.

Course 2. Solution of quadratic equations of one or more variables, ratio and proportion, arithmetic, geometric and harmonic series, binomial theorem, logarithms.

Course 3. College Algebra, embracing among other topics variation, binomial theorem, permutations, combinations, chance, theory of logarithms and theory of equations.

3. **Geometry.** Course 2. Covering books IV and V, including many original propositions and exercises in mensuration.

Course 3. Solid Geometry. All the subject matter presented in the standard college text-books.

Much attention will be given in this course

to concrete problems in mensuration of solids.

4. **Surveying.** There will be offered in the summer term a brief practical course in surveying, including the measurements of heights, distances, the determination of land areas, leveling, etc.

These courses in Mathematics will be given from the standpoint of the teachers' needs and will be extremely interesting and helpful to the progressive teacher, especially to those who are working or expect to work in a High School—Mr. Alexander; Mr. Marshall.

**MUSIC**—Public School Music for beginners and advanced students—Miss Price.

Training for public school supervision.

Piano (Private)—Miss Dickey.

Voice (Private)—Miss Price.

Violin (Private)—Miss Drake.

Orchestra open to those who play passingly well.

**NATURE STUDY**—Its place and purpose in the curriculum.

Study of living things as forces in nature.

Bird life, insect problems, elementary plant and animal studies as a basis for the more advanced work in agriculture and rural economy—Dr. Mutchler.

**PENMANSHIP**—Emphasis is given to legibility, movement, position, form and spacing. Methods of teaching a good, practical hand in the common schools, will be given consideration—Mr. Webb.

**PHYSIOLOGY**—Recitations and laboratory work, covering the scope of general physiology in the public school course. Dissections as extensive as the time of the student permits—Mr. Wethington.

**PRIMARY METHODS**—See Education.

**PSYCHOLOGY**—Two classes will be sustained. One in Elementary Psychology, reading Halleck. The other class will be sustained in Laboratory Psychology. The class will make twenty-five experiments, some of which will involve several thousand tests and will furnish a basis for first hand Psychologising. The laboratory has sufficient supplies and apparatus for doing first-class work in experimental Psychology—Dr. Kinnaman.

**PEDAGOGY**—See Education.

#### PHYSICS—

Course I. General Physics, two hours a week class-room work, and ten hours a

The Fall Session of the  
Western Normal Opens

**SEPT. 6, 1910.**

Will You Be With Us at  
**THAT TIME?**

week laboratory exercises, covering the subjects of Mechanics, Heat and Sound. The class recitations will be accompanied by lectures illustrated with the regular apparatus generally used in such work in the Laboratory. Students will be required to make all apparatus used, including such things as balances, meter, bars, blocks, inclined planes, pendulums, etc. The course is especially designed for teachers of Physics in high schools, where not much apparatus can be used. Special attention is given to shop work. Text: Milliken & Gale—Mr. Craig.

**PIANO**—See Music.

**READING**—(See also, Expression.)

**READING**—Purpose of the Course: How to teach reading in the Public Schools.

- a. Drills in diacritics, phonics, articulation, emphasis, inflection, pitch and force.
- b. Analysis of chosen selections—placing emphasis upon the importance of grouping, the central idea, and the relation of thought values.
- c. Study of suitable material to be taught in the grades, and the method of presenting such material.
- d. Privilege of seeing reading lessons taught in the Training School—Miss Reid.

**RHETORIC**—See Literature.

**SOCIOLOGY**—A few of the many important and interesting topics that receive careful attention are the following:

Social life, purpose and methods of sociology, social origins, theory and functions of the State, social phases of production and consumption of wealth, religion as a social factor, social forces, social laws, social mind, social control, ideal systems of government, educational method, social inequalities, nature of social pathology, charities, cause and care of poverty, crime and punishment, social philosophy, the field and method of investigation.

The library is well supplied with works relating to the various topics considered, and the student will be expected to investigate all subjects and make special reports. Actual conditions will be studied and plans offered for improvement. The work will be largely concrete. Possibly no subject offers more real help to the teacher than does Sociology—Col. Williams.

**STORY TELLING**—See Education.

**THEORY AND PRACTICE**—See Education.

**VIOLIN**—Instruction offered by Miss Drake.

**VOICE**—See Music.

## Do You Need a Teacher?

Do you need a teacher for your Rural School?  
Do you need a teacher for one of the grades of your Graded School?

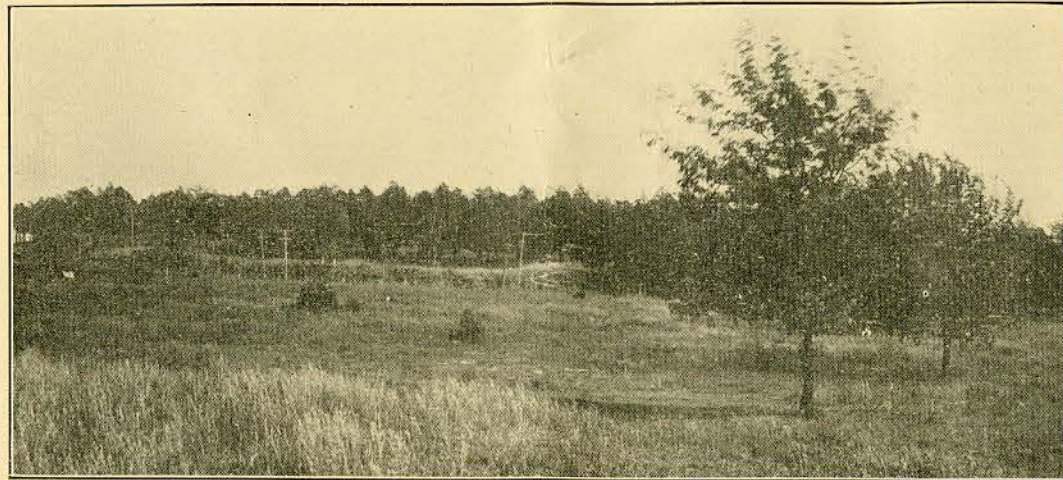
- Do you need a superintendent of your Graded School?
- Do you need a teacher for one of the grades of your High School?
- Do you need a principal for your Consolidated or High School?
- Do you need a teacher to take charge of Special Branches?

We are in a position to recommend a limited number of instructors who possess character, scholarship, and who have the ability to organize the school interest into a working unit and to accomplish educational results. We shall exercise very great care in making all recommendations. Only teachers who have given themselves special training for the great work they have chosen and have dedicated their lives to the service of teaching will be recommended. We invite correspondence with persons desiring a good teacher. All questions cheerfully answered.

Address **H. H. CHERRY, President,**

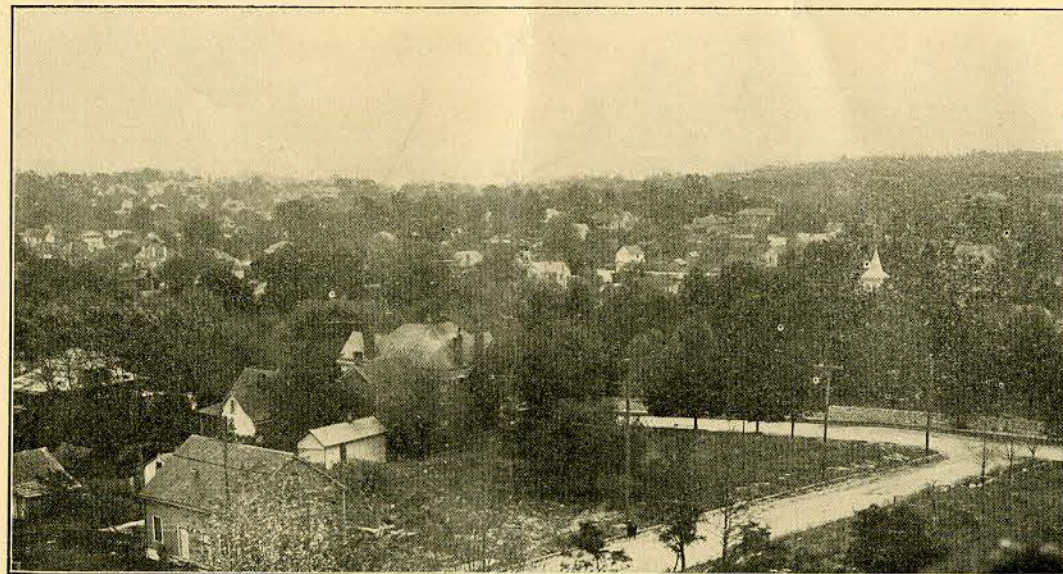
Western Kentucky State Normal, Bowling Green, Ky.





VIEW OF HIGHEST ELEVATION OF NEW NORMAL SITE

Some fifteen acres of the site have an elevation of 300 feet above the boat landing, two miles distant, and are about 125 feet above the level of the square. The proposed chain of buildings is to be located on this elevation. The buildings already constructed can not be seen in this picture.



VIEW OF BOWLING GREEN FROM NEW SITE WESTERN KENTUCKY STATE NORMAL SCHOOL

## The State Normal Bulletin.

Published Quarterly at Bowling Green, Ky., by

The Western Kentucky State Normal School

An Incorporated Institution of Learning.

H. H. CHERRY, ..... Editor

Office of Publication, 1149 College Street, Bowling Green, Ky.



### EDITORIAL.

The Summer School of the Western Normal will begin June 14th and continue six weeks. Many special courses in addition to the regular courses of study are offered.

—O—

Commence now to make your arrangements to enter the Western Normal at the opening of the Fall Session, September 6, 1910.

—O—

In addition to the regular faculty of the Normal, the institution has employed specialists to offer instruction along special lines. It has secured the services of Mr. Wm. Hardin Lucas, Assistant Superintendent City Schools, Louisville, Ky.; Supt. M. O. Winfrey, Middlesboro; Supt. T. J. Coates, Richmond; Principal W. C. Bell, Owensboro; and Supt. E. H. White, city, to deliver lectures on special subjects. Miss Nannie Lee Frazier, who has gained a wide reputation in the art of Story Telling; Miss Lilly Ashe, of Alabama, an authority in Domestic Science; Dr. H. E. Bierly, Secretary of Southern Education Society, Chattanooga, and Miss Myrta McClellan, from the University of Chicago, have also been secured for special work during the Summer School. Negotiations are in progress to secure one of the best Kindergarten teachers in Kentucky. Further announcements along this line will be made later. In addition to this, Dr. Len Broughton, the noted divine of Atlanta, and Governor Ed Norris, of Montana, and other great men will deliver lectures.

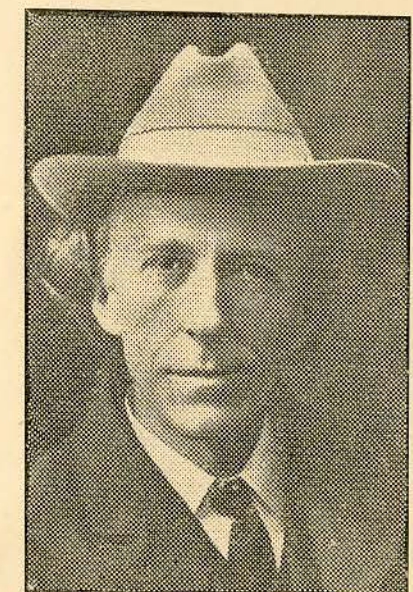
—O—

The thirty-ninth annual session of the Kentucky Educational Association will be held in Henderson, Ky., June 21, 22 and 23, 1910. Not less than 500 students who have attended the Western Normal will meet at Henderson during the Association. All former students are invited to write President H. H. Cherry, of the Western Normal, for special information.

DR. LEN G. BROUGHTON

Who Will Deliver the Annual Class Address of the Western Normal on the Evening of July 21, 1910.

The people have awakened to the fact that in the person of Dr. Len G. Broughton there is a great man in Atlanta—great as a builder, having built out of nothing the largest church in the South, and established himself in the forefront of religious thought and civic reform; great as a spiritual leader—making his church the center of the unusual spiritual awakening



DR. LEN G. BROUGHTON

of the South; great as a business man, conducting his church institutions with the methods of large corporations; great as a magnetic orator, having now a regular Sunday night audience of from three to four thousand; great with a Daniel bravery, fearing nothing but wrong. Such is Dr. Broughton, strong enough in any of these lines of power to reach national reputation in any one.



# FACULTY

**B**ELIEVING that the most potent influence in a great institution is personality, we have adopted the policy of using great care in selecting every teacher before recommending employment. The faculty of the Normal is composed of men and women of character, personality, scholarship, and ability to teach.

All the members of the regular Faculty will teach during the Summer School.

**H. H. CHERRY, President.**

For fourteen years President of Southern Normal School and Bowling Green Business University.

**CAPT. C. J. VANMETER, Chancellor.**

The Board of Regents unanimously passed the following resolution.

"In consideration of the great interest Capt. C. J. Vanmeter has manifested in the success of the Normal School movement, and his generous contribution to the construction and maintenance of the buildings now owned by the State Normal, We, the Board of Regents of said Normal School, in appreciation of his interest and beneficence, hereby nominate and elect him Chancellor of the Western Kentucky State Normal School."

**A. J. KINNAMAN, Ph. D., Dean.**

Graduate of Central Normal College, Danville, Ind., 1885; teacher in Central Normal College, 1885-1892; graduate of New York University School of Pedagogy, 1894; Department of Pedagogy, Central Normal School, 1894-1899; A. B. Indiana University, 1900; A. M. 1901; Scholar in Clark University, 1901; Fellow, 1902; Ph. D. Clark University, 1902; Vice President State Normal, in charge of Department of Pedagogy, East Stroudsburg, Pa., 1903; President of Central Normal, Danville, Ind., 1903-1906; Dean State Normal School, Bowling Green, Ky., 1906. Dr. Kinnaman has done Institute work in Kentucky, Indiana and Pennsylvania.

**FRED MUTCHLER, Ph. D.**

Was Professor of Biology in Clark College, Worcester, Mass., but resigned his position and began work in the State Normal January 1, 1907. Graduate of Indiana State Normal, 1898; special student in Physics and Chemistry, Rose Polytechnic, 1890; special student in University of Chicago, 1900; Instructor in Biology, Indiana State Normal, 1901; Bachelor of Arts, Indiana University, 1902; Instructor in Botany, Indiana University Summer School, 1902; Fellow in Clark University, 1903-1904; Doctor of Philosophy (Clark), 1905; Instructor in Biology, Clark College, 1905; Assistant Professor of Biology, Clark College, 1906; Lectured in Nature Study at University of Georgia Summer School, 1903-1904; Directed Nature Study Summer School at Storrs, Conn., State Agricultural College, 1905. Has done extensive Institute work in Massachusetts, Connecticut, Rhode Island and Indiana.

**J. R. ALEXANDER, A. M.**

Graduate of Southern Normal School, 1889; special student Chicago University, 1904; Professor of Mathematics and Physics, Southern Normal School, 1894-1907; an educator of known ability and wide experience.

**J. M. GUILLIAMS, A. M.**

Graduate of Central Normal College, 1882; Holbrook Normal University, 1898; special student Chicago University, 1906; President Southern Normal Institute, Douglas, Ga., 1900-1902; President East Florida Military Seminary, State Institution, 1902-1904; Professor of English and Mathematics, Southern Normal School, 1904-1907.

**R. P. GREEN, A. B.**

Graduate Southern Normal School, 1900; special student, Chicago University, 1906; Professor in Southern Normal School, 1902-1907.

**M. A. LEIPER, A. M.**

L. I., first honors, Peabody College for Teachers, Nashville, 1899; holder of Peabody Scholarship, same, 1897-99; A. B., University of Nashville, 1901; Instructor of Latin and Greek, Galloway College, 1902-03; Professor of same, Maddox Seminary, 1903-04; President Arkansas Peabody Alumni Association, 1904; Representative for Arkansas Peabody Alumni Conference, Southern States, 1908; awarded graduate scholarships in Yale and Columbia for 1904-5; graduate student, Columbia, 1904-6; Drissler Fellow in Classical Philology; same, 1905-6; A. M., same, 1905; Master's Diploma Teachers' College, Columbia, 1905; Classical Fellow and graduate student, Princeton University, 1906-7. Began teaching in State Normal January, 1908.

**MISS LAURA A. FRAZEE**  
Supervisor Training School

Graduate Frankfort, Indiana, High School, 1887; Indiana State Normal School, 1892; special student of Psychology, Chicago Kindergarten College, Summers of 1903 and 1906; special student Stanford University, California, 1906-7; special student University of Chicago, 1909-10; taught in the graded schools of Frankfort, Indiana, for six years; Supervisor of Primary Grades, Terre Haute, Ind., City Schools, 1895-8; Director in Practice Department of City Normal School, Indianapolis, Ind., 1899-1905; Principal of Graded School, Indianapolis, Ind., 1905-6. Has done Institute work in Indiana.

**V. O. GILBERT, B. S.**

Supt. Gilbert has had extensive experience as a teacher in the Rural Schools and as County Superintendent and City Superintendent of Schools. He has trained many teachers for the County and State Certificate Examinations. His wide experience and special training make him, in every way, a suitable man to put at the head of the Review Course of study. He will have charge of this work, beginning January 20th, and will have pleasure in aiding teachers in their work of preparing for the different examinations and for a more efficient service.

**J. H. CLAGETT, A. B.**

A. B., Central University, Danville, Ky., 1880; teacher with Prof. Chenault, Louisville, Ky., one year; teacher and Principal High School, Lancaster, Ky., three years; teacher and Principal of Laurel Academy, London, Ky., three years; teacher Potter College, Bowling Green, Ky., nine years; teacher Ogden College, Bowling Green, Ky., four years. Has had extensive experience and is regarded as one of the foremost teachers in the South. Began teaching in the State Normal January 21, 1908.

**W. J. CRAIG, A. B.**

Graduate of Public Schools; Owensboro High School; A. B. State College, 1901; taught Chemistry and Physics and Principal of Owensboro High School for four years; taught Mathematics and Chemistry in Cripple Creek, Colorado, during scholastic year, 1906-7; took charge of work in Chemistry and Physics in the Western Kentucky State Normal School on January 21, 1908.

**ARNT M. STICKLES, A. M.**

A. B., Indiana University, 1897; A. M. 1904; graduate student University of Illinois, September to March, 1897-8; graduate student Spring term Indiana University, 1899, and Summer term, 1902; Harvard, Summer term, 1903; Chicago University, Summer term, 1906; Principal of the Yorktown, Indiana, schools, 1899-1901; Instructor History and Economics, Elkhart, Indiana, High Schools, 1901-3; Head Department of History and Civics, Evansville, Indiana, High School, 1903, to January, 1908. Began teaching in the State Normal January 21, 1908. Austin scholarship, Harvard University, 1909-10; graduate student, Harvard, for 1909-10 on leave of absence.

**MISS MATTYE LOUISE REID, B. S.**

Graduate Southern Normal School; taught Literature and Reading in West Military Academy for one year; taught in Hardinsburg High School for one year; Principal of Private School, Hardinsburg, two years; has had extensive experience as teacher in the Public Schools of Kentucky. Special student Chicago University, 1908-1909.

**JOSEPH PERLING, A. B.**

B. S. and A. B. Southern Normal School; Faculty scholar Columbia, 1907-8; A. B. Columbia University, 1908; Graduate Student in History and Economics, Columbia, summer, 1909. Began teaching in Normal, February, 1909.

**MISS MARY BEELER**

Attended Southern Normal School and Western Kentucky State Normal School.

**C. T. CANON**

State Normal School; Assistant Teacher Elementary Certificate Course.

**R. H. MARSHALL**

Graduate Southern Normal School; Life Certificate graduate Western Kentucky State Normal; Chicago University, 1910.

**A. C. WEBB, JR.**

Two years University of Nashville; special student in drawing in Summer School of the South, Knoxville, Tenn.; three years in Art Institute of Chicago; teacher of Manual Training Francis E. Clark Settlement, Chicago; Instructor Drawing and Manual Training in State Institutes in Virginia and North Carolina.

**MISS NANCY E. PRICE**

Miss Price is a singer and teacher of very considerable experience in several parts of this country and Canada. She has a high dramatic soprano voice of excellent quality and range, reaching from G below the staff to the high C, two octaves and a half, and her teaching work has been very successful. Her work, both as choir director, singer, and teacher, is thought very highly of.

Miss Price is a graduate of the New England Conservatory, studying Voice under Signor Ratoli one of the Italian masters of singing, and Piano with Carl Stasny, the head piano teacher in the Conservatory, and later with the eminent teacher of Piano, Emil Liebling, in Chicago. For several years Miss Price has studied Voice with W. H. Burriett, of Chicago and New York, and last summer with Miss Alta Miller, of Northwestern University, Evanston, Ill., a pupil of Karleton Hackett and Jean DeReske.

**MISS NELL DICKEY**

Piano.

Has studied at Potter College, Bowling Green; College of Music, Cincinnati, Ohio.

**MISS PAULINE DRAKE**

Violin.

Has studied at Potter College, Bowling Green; special student New England Conservatory, Boston, Mass.

**MISS FLORENCE RAGLAND**

Librarian.

Graduate of Bowling Green Female College, A. B. degree; special student at Cornell University summer of 1906 and 1907; special student in Library Science at Indiana State Normal, 1908; twelve years' experience as teacher in private school, Bowling Green.

**MISS MARY JARBOE**

Assistant Librarian.

Student Southern Normal School; graduate Life Certificate Western Kentucky State Normal School.

**MISS BELLE CAFFEE**

First Grade Training School.

**MISS LOUISE BEASLEY**

Second Grade Training School.

**MISS JENNIE WEST**

Third Grade Training School.

**MISS FLORA STALLARD**

Fourth Grade Training School.

**MISS SUE PROCTOR**

Fifth Grade Training School.

**MISS MATTIE MCLEAN**

Secretary to the President.

**MISS LOU ADAMS**

Clerk and Stenographer.

**MR. ROY SEWARD**

Stenographer.

**O. G. BYRN**

Registrar and Bookkeeper.

**MRS. R. P. GREEN**

Hostess, Frisbie Hall

## FREE TUITION!

Persons desiring to take advantage of the State's generous proposition to give them free instruction, should write President H. H. Cherry at once. Parents who desire to put their sons and daughters in school should write for conditions upon which free scholarships are issued. There will be enough free tuition for all eligible persons desiring same.

THE FALL SESSION OPENS SEPTEMBER 6, 1910.

Address **H. H. CHERRY, President, Bowling Green, Kentucky.**

Correspondence Solicited. All Questions Cheerfully Answered.



# OFFICERS

## BOARD OF REGENTS

HON. ELLSWORTH REGENSTEIN

State Superintendent of Public Instruction, *ex-officio* Chairman

MR. H. K. COLE, Vice President, Owensboro, Ky.

MR. J. WHIT POTTER, Bowling Green, Ky.

SUPT. E. H. MARK, Louisville, Ky.

HON. CONN LINN, Murray, Ky.

---

## NORMAL EXECUTIVE COUNCIL

HON. ELLSWORTH REGENSTEIN

*Ex-Officio* President of the Council

H. H. CHERRY

President of the Western Normal, Vice President of the Council

J. G. CRABBE

President of the Eastern Normal, Secretary of the Council

---

## COMMENCEMENT EXERCISES

Annual Sermon.....	Sunday, July 17, 1910
Graduating Exercises Elementary Class.....	Tuesday, July 19, 1910
Graduating Exercises Intermediate Class.....	Wednesday, July 20, 1910
Graduating Exercises Life Certificate Class.....	Wednesday, July 20, 1910
Annual Alumni Address.....	Wednesday, July 20, 1910
Annual Address.....	Thursday, July 21, 1910
Annual Banquet.....	Wednesday, July 20, 1910